



Curriculum and Instruction Leaders Meeting

March 25, 2013
Koury Convention Center
Greensboro, NC



Morning Agenda



- Welcome
- Read to Achieve
- Home Base
- SREB Transition Courses

Afternoon Agenda



- Honors Implementation Process
- CCSS Mathematics
- Math Task Force Recommendations
- MSL Spring Administration
- High School Graduation Endorsements
- AIG/AP/IB Update
- Credit by Demonstrated Mastery
- SBE Policy Clarifications

Read to Achieve



Ms. Carolyn Guthrie,
Director of K-3
Literacy Program

NC Read to Achieve



- Adopted July 2012 (state budget act)
- 7 basic components
- Effective at the beginning of the school year 2013-2014

K-3 Literacy Division



- Director of K-3 Literacy
- 8 Regional Consultants
- Program Assistant
- Data/Budget Consultant
- Division responsibilities:
 - Direct support to schools/districts
 - Professional development
 - State-wide implementation of NC Read to Achieve

Reading Committee



- Established in August 2012
- Members from multiple DPI divisions and one outside agency
- Developed and organized structure of the implementation plan
- Met with the General Assembly's research staff as components of plan developed

7 Components of Read to Achieve



- Comprehensive Reading Plan
- Developmental Screening and Kindergarten Entry Assessment (KEA)
- Facilitating Early Grade Reading Proficiency
- Elimination of Social Promotion
- Successful Reading Development for Retained Students
- Parent/Guardian Notification
- Accountability Measures

Component One



- Comprehensive Plan for Reading Achievement
 - Improve reading achievement
 - Effective reading instructional practices based on current empirical research
 - Standard Course of Study / Common Core
 - Teacher licensure and renewal standards
 - Teacher education

Component Two



- Developmental Screening and Kindergarten Entry Assessment (2014-2015)
 - 5 essential domains
 - Language and literacy, cognition and general knowledge, approaches toward learning, physical well-being and motor development, social and emotional development

Component Three



- Facilitating Early Grade Reading Proficiency
 - Formative, diagnostic assessments K-3
 - Instructional supports and services for difficulties in reading development
 - Formative, diagnostic data to identify root causes of reading development deficiency
 - Adopted by SBE in August 2012

Component Four



- Elimination of Social Promotion
 - Retention after 3rd grade
 - Good cause exemptions
 - Superintendent approves exemptions
 - Teacher sends justification and documentation of good cause to principal
 - Principal makes initial determination of retention then sends in writing to Superintendent

Component Five



- Successful Reading Development for Retained Students
 - Summer reading camps
 - Teacher: positive student outcomes in reading
 - 3/4 Transition class
 - Accelerated class
 - Mid-year promotion
 - Retention: parent plan and supplemental tutoring

Component Six



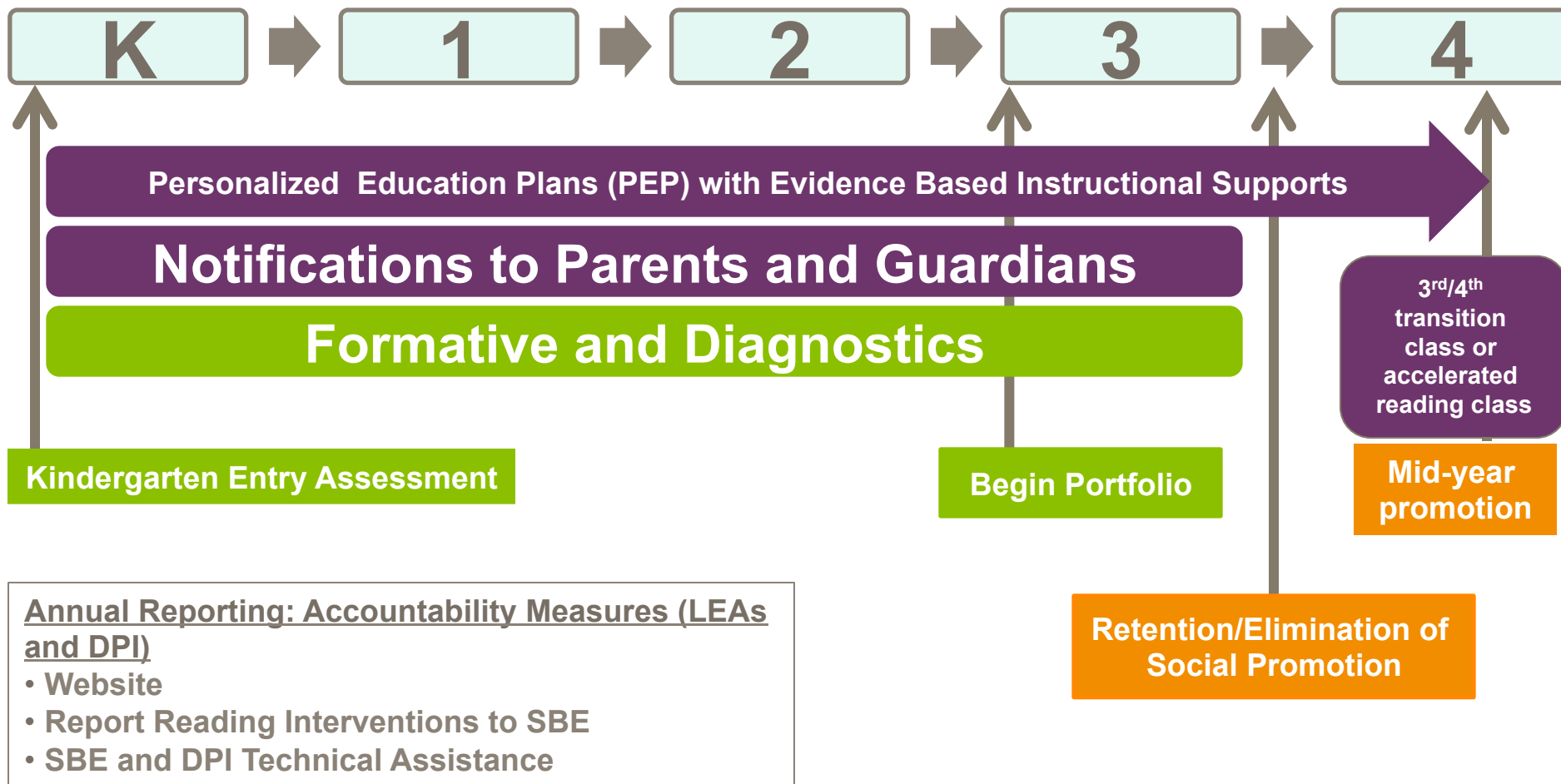
- Notification to Parents and Guardians
 - Timely
 - In writing
 - Not eligible for good cause exemption
 - Interventions used
 - Monthly reports on reading progress

Component Seven

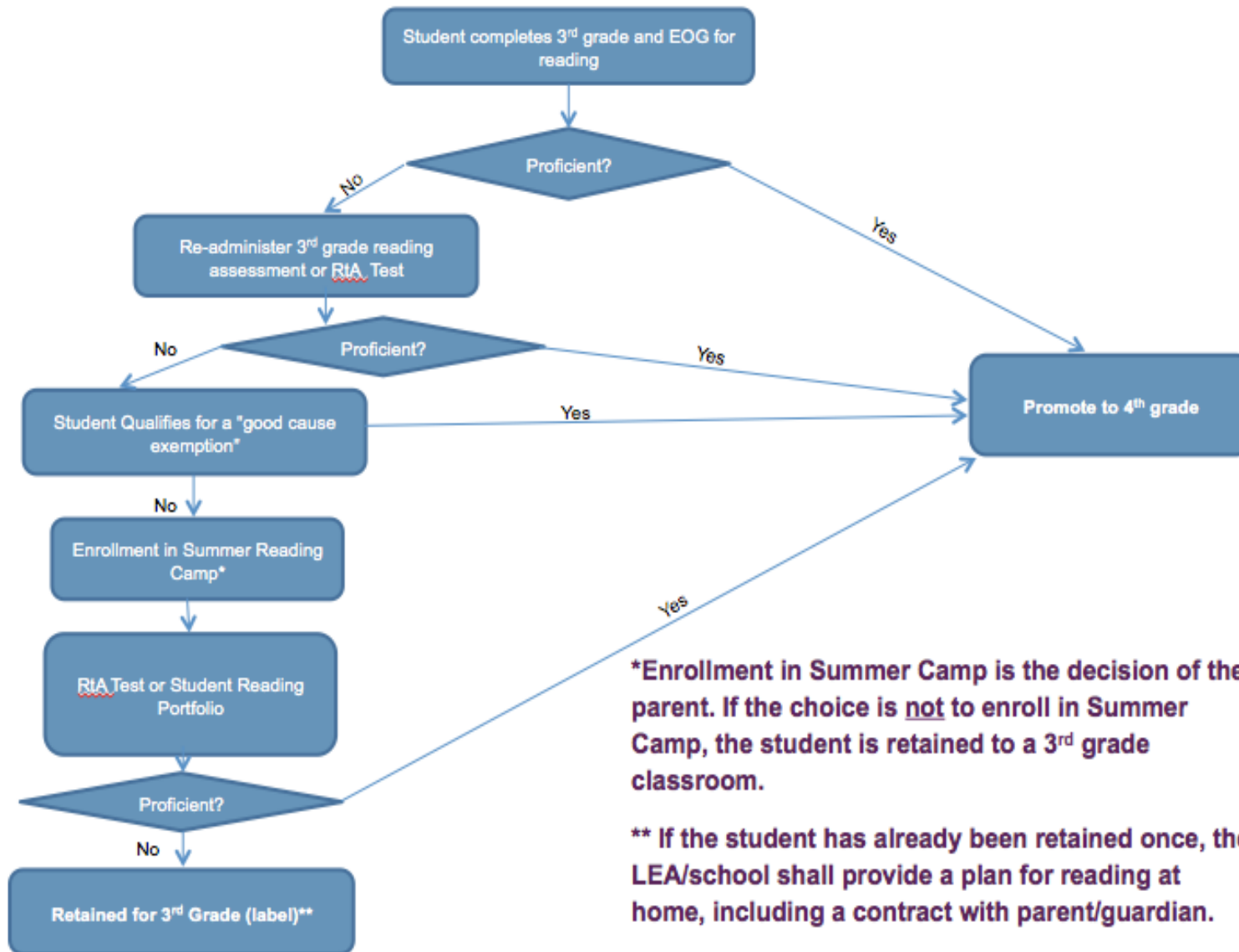


- LEA Accountability
 - Published numbers of proficient, not proficient, alternate assessment, retained, exemptions
- Local Boards
 - Reports sent to State Board including interventions used
 - SBE and DPI provide technical assistance

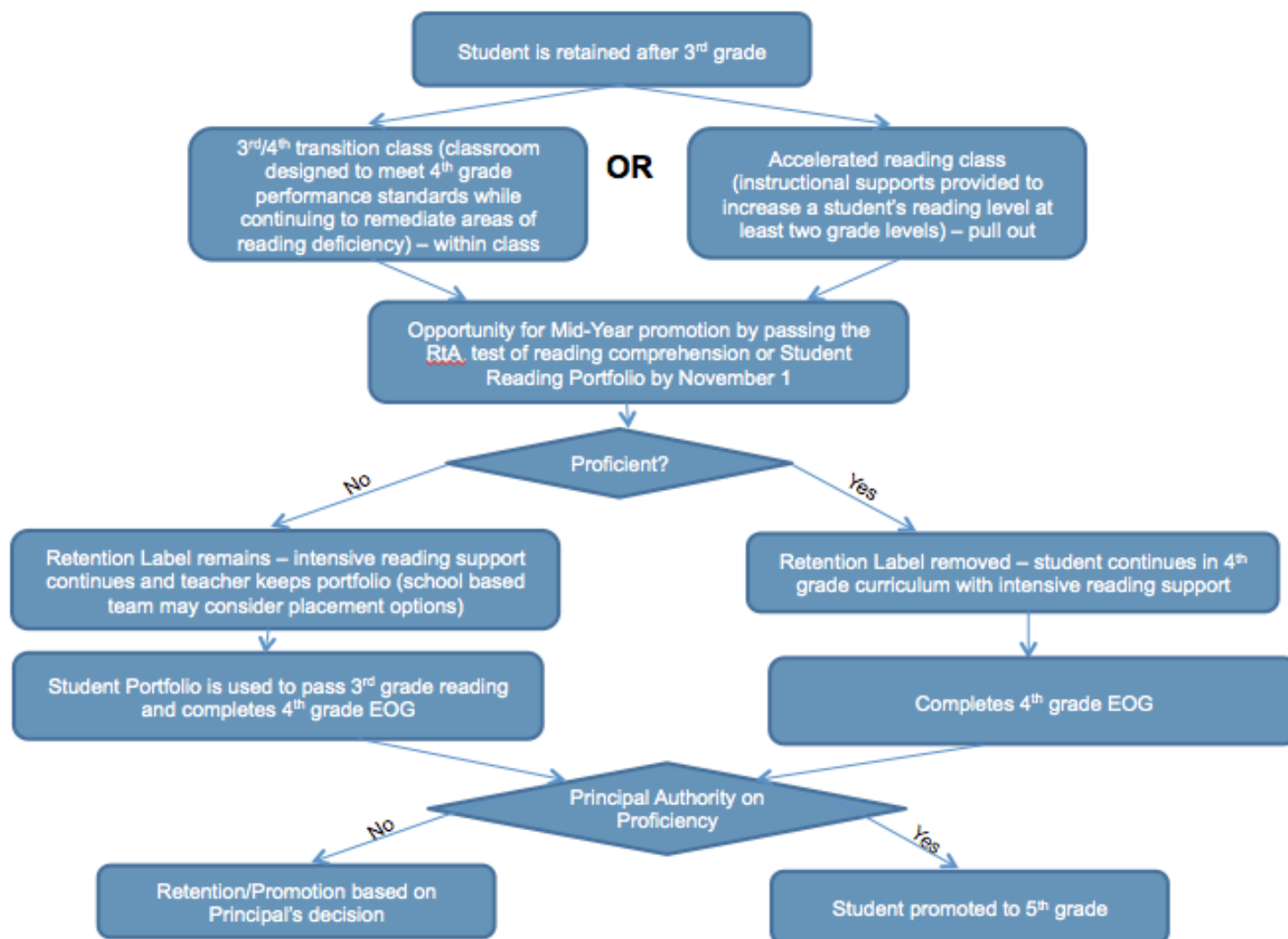
Implementation Plan



End of Third Grade



Process of Retention



Good Cause Exemptions



1. Limited English Proficient students with less than two years of instruction in an English as a Second Language program
2. Students with disabilities, as defined in G.S. 115C-106.3(1), whose individualized education program indicates the use of alternative assessments and reading interventions
3. Students who demonstrate reading proficiency appropriate for third grade students on an alternative assessment approved by the State Board of Education. Teachers may administer the alternative assessment following the administration of the State-approved standardized test of reading comprehension typically given to third grade students at the end of the school year, or after a student's participation in the local school administrative unit's summer reading camp
4. Students who demonstrate, through a student reading portfolio, reading proficiency appropriate for third grade students. Teachers may submit the student reading portfolio at the end of the school year or after a student's participation in the local school administrative unit's summer reading camp. The student reading portfolio and review process shall be established by the State Board of Education
5. Students who have (i) received reading intervention and (ii) previously been retained more than once in kindergarten, first, second, or third grades

Facilitating Early Grade Reading Proficiency



Legislative Component	Facilitating Early Grade Reading Proficiency: <ul style="list-style-type: none">•K-3 students shall be assessed with valid reliable, formative and diagnostic reading assessments•Assessments and instructional supports shall address the National Reading Panel's research on the Big 5 ideas of reading•LEAs are encouraged to partner with volunteers, mentors, tutors
Action Plan (for LEAs)	<ul style="list-style-type: none">• Ensure that all schools in all districts are trained and have correct materials and devices• Check fidelity of implementation of benchmarking and progress monitoring after schools begin using the assessment system• Maintain communication with Regional Consultants about needs, questions, and successes• Analyze data to develop schedules, identify professional development needs, guide and change instruction• Provide instructional supports and intervention strategies to teachers• Develop relationships with community organizations, businesses, and volunteer groups for providing mentors and tutoring

Facilitating Early Grade Reading Proficiency



Process (for DPI)	<p>mCLASS Reading 3D is adopted as the state-wide formative, diagnostic assessment system to be used by all K-3 classroom teachers.</p> <ul style="list-style-type: none"> •Train schools not currently using this system during the 2012-2013 school year with the goal of all training completed by April of 2013 •Allocate funding for assessment devices for schools by April of 2013 •Implement mCLASS Reading 3D state-wide with Beginning of Year (BOY) assessment in 2013-2014 for schools by April of 2013 •Deliver student assessment materials by June 2013 •Develop State Board Policy - rules of expectations for this system •Provide access to intervention and instructional strategies to all stakeholders •Utilize universal screening, progress monitoring and data-based decision making as critical components of Responsiveness to Instruction (RtI) framework 			
Responsibilities of Stakeholders	<p>State:</p> <ul style="list-style-type: none"> •Provides funding for devices •Provides funding for subscriptions •Provides funding for student assessment materials •Provides funding for training •Provides funding for “Train the Trainer” substitutes 	<p>LEA:</p> <ul style="list-style-type: none"> •Sends two Trainers for each district school to training sessions •Uses allocation funding to choose and purchase devices •Supports implementation of the system 	<p>School:</p> <ul style="list-style-type: none"> •Allows the two Teacher Trainers at each school to train all K-3 teachers on the system •Uses the administrative reports to inform school decisions 	<p>Teachers:</p> <ul style="list-style-type: none"> •Implement the full system with fidelity following benchmarking and progress monitoring expectations •Analyze data to develop schedules, identify professional development needs, guide and change instruction

Contact Information



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Home Base




Dr. Angela Quick,
Deputy Chief
Academic Officer

Dr. Sarah McManus,
Director of Learning
Systems

One Technology Platform




HOME BASESM



**Student
Information
System (SIS)**

Tools for
Information
and Data



**Instructional
Improvement
System (IIS)**

Tools for
Teaching and
Learning

Functional Categories – The Basics

Information



Student
Information
and Learner
Profile

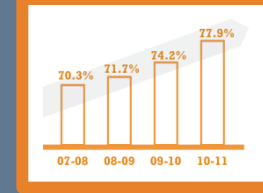
Instruction



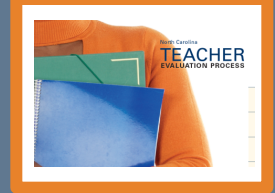
Instructional
Design, Practice
& Resources



Assessment



Data Analysis
and Reporting



Professional
Development &
Educator
Evaluation

PowerSchool
Pearson

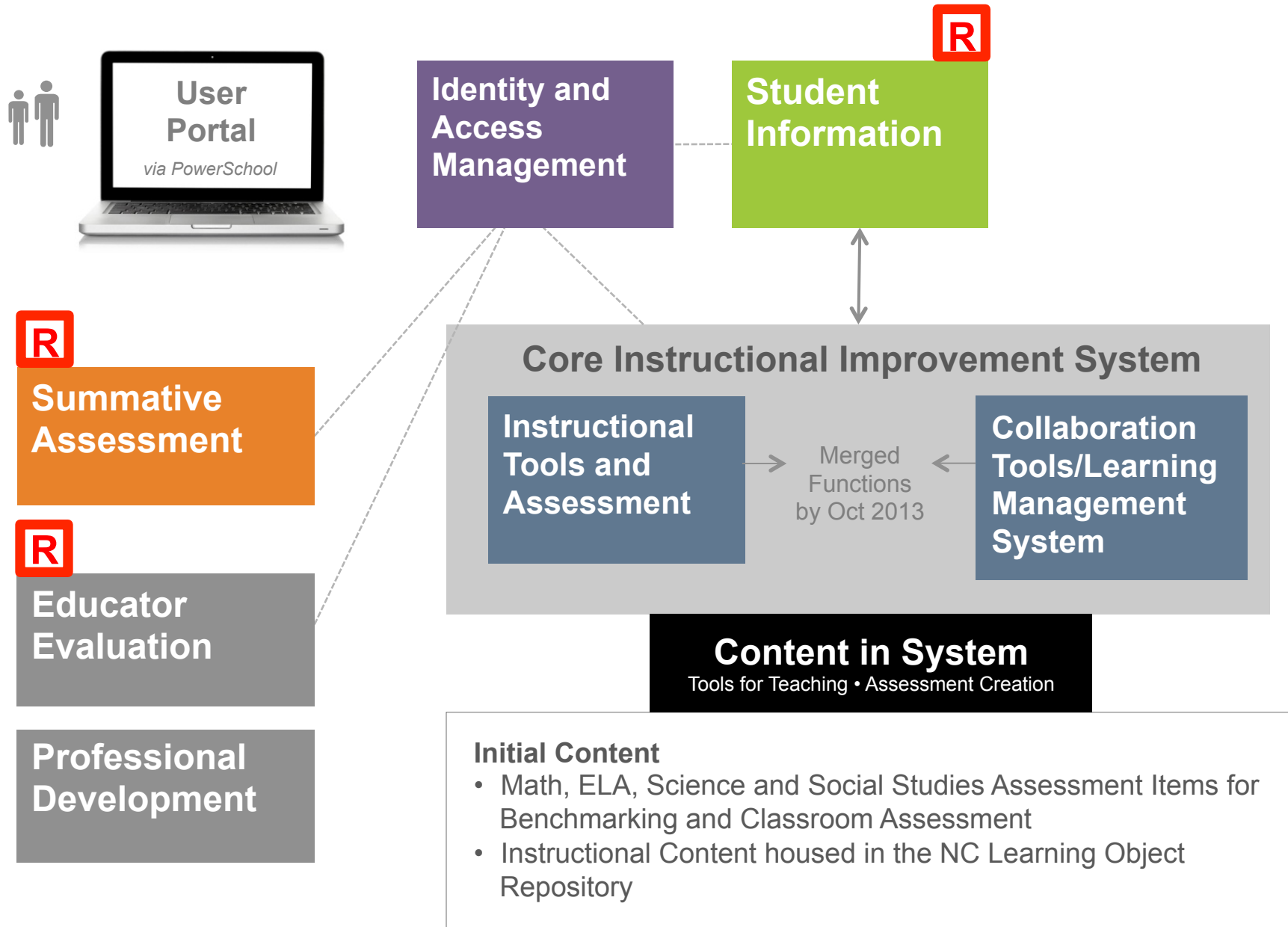
a simpler, **better**
information
system to
replace NC
WISE

Integrated Instructional Solution
(SchoolNet – OpenClass – Test Nav)
Pearson

a **new standards-aligned** tool for instruction,
assessment and data analysis

EE and PD
Truenorthlogic

a simpler, **better**
information system
to replace McRel



Summer 2013



Student Information

- Student Information
- Scheduling
- Gradebook
- Attendance
- Transcripts

Instructional Tools and Assessment

- Instructional Tools
- Classroom and Benchmark Assessments
- Reporting



Educator Evaluation

- Online Evaluation (Teachers Only)

Content in System

Tools for Teaching • Assessment Creation

Initial Content

- NWEA Science and Social Studies Assessment Items [**9,600 items**]
- ClassScape Items in EOG and EOC tested subjects (Math, ELA, Science) [**22,000 items**]
- Pearson Science and Social Studies Digital Library [**~10,000 resources**]
- Open Educational Resources from NC Learning Object Repository [**3,200 and counting**]
- Next Generation K-12 Common Core ELA and Math Items [**in Development – later in 2013-14 SY**]



- Students
- Parents
- Teachers
- Administrators
- State Admin
- Content Specialist

Winter 2013

+

Collaboration Tools/Learning Management System

- **Collaboration**
- **Course
Management**

Educator Evaluation

- **Online
Evaluation
(Principals and
Teachers)**

Spring 2014

+

**Professional
Development**

2014-2015 School Year

R

**Summative
Assessment**

Summer 2013



**Student
Information**

**Instructional
Tools and
Assessment**



**Educator
Evaluation**

Teachers

Content in System

Tools for Teaching • Assessment Creation

Fall 2013

+

**Collaboration
Tools/Learning
Management
System**

**Educator
Evaluation**

Principals

Winter 2013

**Professional
Development**

2014-2015



**Summative
Assessment**



Training Approach

- Train-the-trainer model
- Face-to-face Regional LEA trainings
- Multiple LEA Webinar Offerings
- Technical Support Webinar Offerings
- Quick Reference Guides
- Video Modules
- User Manuals
- Continued Support by DPI

Self-Paced Distance Learning

- Self-Paced Distance Learning, accessed via PowerSource, 365/24/7
- Large repository of 60+ courses for SIS and IIS, mostly 1 hour in length
- Plus 100+ Mastery in Minutes tutorials for both SIS and IIS
- Unlimited access! LEAs determine who can access the materials



Training: District/Charter School

- Initial Training for LEA Staff
 - 8 Regions
 - 1100 slots
 - Face-to-Face
 - Dates: June 20 – July 3
 - Participants will be asked to review modules prior to attending (approximately 50 minutes total time)
 - Educator Evaluation = .5 day Instruction/
Assessment = 1 day



Technical Training

- Online Technical Training for NCDPI Technical Support Staff and LEA Support Staff (app. 365 slots)
 - Tentative Dates: Starting in July with refreshers in August

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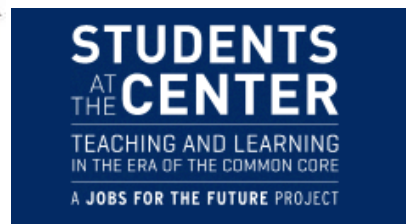
Supporting Documents

- Products being integrated: <http://goo.gl/rQVrb>
- Instructional Function Inventory: <http://goo.gl/9OZrT>

Some of Our Content Sources



Open Education Resources



Sample Resoures



- <http://civics.sites.unc.edu/files/2012/05/CivilWarGames.pdf>
- <http://www.teachersdomain.org/resource/lsp07.sci.life.eco.oceanfoodweb/>

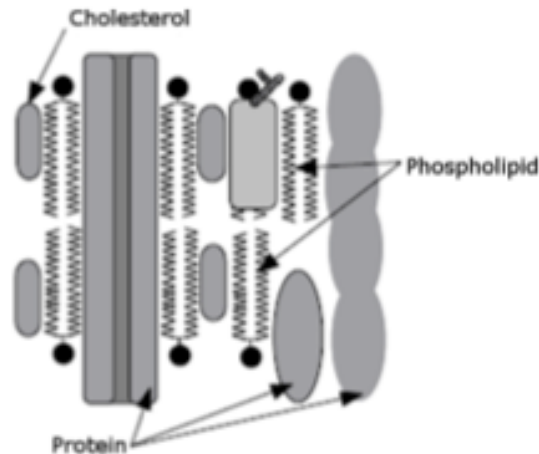
Sample LEA Assessment Resources



7. Which sentence from paragraph 2 most directly asserts the first discovery of gold was accidental?

- A “Stately pines towered over the meandering Little Meadow Creek.”
- B “The creek was nearly dry; hundreds of rocks laid bare along the bank and creek bed.”
- C “But Conrad Reed, a cheeky 12-year-old, decided on a Sunday in 1799 that he’d rather fish in this shallow spot than go to church.”
- D “It was a strange rock, unlike the usual quartz and slate he saw in the countryside.”

Use the diagram of part of a cell membrane to answer 26 – 27.



26. What is the function of the phospholipid molecules?

- A to provide energy to the cell
- B to allow cells to recognize each other
- C to prevent certain substances from entering the cell
- D to enable communication between cells

24. Which equation **best** shows the total number of dimes in the figure?



- A $3 \times 6 = 18$
- B $6 \times 3 = 18$
- C $18 \div 3 = 6$
- D $18 \div 6 = 3$

ACADEMIC SERVICES AND INSTRUCTIONAL SUPPORT (ASIS)

Google™ Search!

ACADEMICALLY OR INTELLECTUALLY GIFTED



North Carolina Virtual Public School



Public Schools of North Carolina
State Board of Education
Department of Public Instruction

NCDPI Collaborative Workspaces

Common Core State Standards

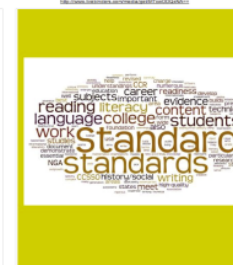
Greetings from the North Carolina Department of
Public Instruction, English Language Arts Section!

This binder provides an organized collection of resources for the ELA Common Core State Standards.

We hope this binder will help to inform your district's professional development or add clarity to current initiatives. We will continue to update this binder as we learn of more resources that will assist educators in implementing these new standards.

Please direct questions to: ncdrj.ela@gmail.com

Important Note: To load tabs quickly and view most of the content on this site you will need to use the latest version of your Internet browser: IE 8 or later, Firefox, Safari or Google Chrome.



Vendor Content



- [Pearson Science and Social Studies Digital Libraries](#)
- NWEA items for Science and Social Studies
- Next Generation, ELA and Math

Minimum Technical Requirements



Home Base
North Carolina's Instructional Improvement (IIS)
and Student Information System (SIS)
Minimum End-User Technical Requirements

The Minimum Technical Specifications document will be updated as needed. Please visit the link below to find the most current version of this document.

<http://www.ncpublicschools.org/homebase/getting-ready>

Home Base Website and Updates

- Home Base website is <http://www.ncpublicschools.org/homebase/>
- To sign up for Home Base Biweekly Newsletter, please email home_base_ready@dpi.nc.gov as ask to be placed on the newsletter listserv.
- We will continue to email the biweekly updates, but you can also find them archived on the Home Base website at <http://www.ncpublicschools.org/homebase/updates/>

Contact: Remedy

homebase.incidents@its.nc.gov

- You can email your questions about Home Base (the system, implementation or training)
- Questions will be logged into Remedy for assistance
- Support personnel provide the answer, research or assign to the appropriate area for resolution
- Incidents are categorized for statistical reporting to aid in identifying problem areas as well as providing a knowledge base
- If you have a question that is not about the system, implementation or training, you may contact the Home Base staff at home_base_ready@dpi.nc.gov



SREB Transition Courses



Dr. Maria Pitre-Martin, Director of K-12 Curriculum and Instruction

Dr. Robin McCoy, Race to the Top Project Coordinator for Standards and Assessments

College Readiness Efforts



- SREB's first grant that initiated transitional courses in the South – *Strengthening State College/Career Readiness Initiatives (SSCRI)*
- SREB's current grant - *Advancing Common Core Standards, Educator Effectiveness, and College Readiness in SREB States*

College Readiness Transitional Course Project



- 14 Participating States: Arkansas, Georgia, Kentucky, North Carolina, Oklahoma and Tennessee (original six) + 8 new states: Arizona, Colorado, Florida, Indiana, Louisiana, Mississippi, New York, and Ohio
- SREB worked with the participating states to develop model course outlines and course content that incorporates the Common Core State Standards and strategies from Literacy by Design Collaborative/Math by Design Collaborative
- SREB worked with states to build the model courses as well as field test the courses statewide before full implementation takes place

NC Representatives



Hilda Barrows - Pitts Community College
Geoff Belcher -Wake County Public Schools
Tammy Bishop - Wayne Community College
Brandon Foster -Wake Tech Community College
Becky Griffith Avery County High School STEM Academy
Judy Jones - Chapel Hill Carrboro Schools
Cynthia Liston - NC Community College System
Jonathan Walker - Forsyth Technical Community College
Alisa Chapman - UNC System
Tammy Bishop - Wayne Community College
Stefanie Buckner - Buncombe County
Ellen Hilgoe - East Carolina University
Alison Yapp - Wake County Public Schools
Jack Bookman - Duke University

Transitional Courses



- Close the “Readiness Gap” – help underprepared juniors and seniors reach readiness standards before high school graduation
 - Students who test as underprepared for college will take the classes in 11th and/or 12th grade to gain the specific reading, writing and mathematics skills they need to succeed in college-level study
- Courses are modular and flexible
- Content is delivered in engaging, contextual formats

Transitional Courses



The SREB transitional courses focus on the Common Core College and Career Readiness anchor standards in literacy and math

- **"Disciplinary literacy" readiness course:** Teaches students strategies for reading specific kinds of complex texts in different disciplines, or subjects (for example, biology textbooks, short stories in literature or history research articles) and to develop and defend ideas and write about them in different college-level formats
- **Mathematics readiness course:** Emphasizes understanding of math concepts and asks students to use higher-order thinking to apply math skills and functions to different problems and situations

Why Are Transitional Courses Needed?



- Only 66% of the nation's Class of 2010 met ACT's college-readiness benchmark in English, 52% did so in reading, and 43% in math
- On average, 60% students who enter two-year colleges need at least one remedial course

Project Goals

January 2013 – June 2014



- Disseminate Transitional Course Curriculum Documents for disciplinary literacy and math disseminated to all states for review. (Reviews in progress)
 - Conduct voluntary field-testing of the Math and Literacy Transitional Courses with selected high schools from January 2013 through May/June 2013 (In progress – Buncombe and Mt Airy)
 - Complete a review of the pilot-testing phase and determine any changes necessary for a successful statewide implementation (Summer 2013)
 - Provide professional development to a select group of teachers and faculty in Summer 2013 (Attendees will become state trainers)
 - Implement Math and Literacy Transitional Courses in additional districts for 2013-14 school year as determined by the state's implementation plan
 - Pending additional funding, online modules will be developed
-

NC's Recommended Next Steps



- Provide LEAs with a guide book for implementing the transitional courses
- Determine participating LEAs for 2013-2014
- Provide training for participating LEAs
- Support participating LEAs and track lessons learned
- Determine participating LEAs for 2014 – 2015

Contact Information



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Robin McCoy

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Break for Lunch



Honors Implementation Process



Linda Brannan,
Student Support
Services Consultant



Three Buckets of Honors Level Courses



**Honors By
Proficiency
(Arts &
World
Languages)**



**Inherently
Honors
(standards
written at a
more rigorous
and higher
level)**




**LEA Honors
Portfolio
Review
Process
(courses at a
standard level
that you would
like to offer at
an honors
level)**

Honors Rubric and Implementation Guide



Honors Implementation Wikispace

<http://honorsimplementation.ncdpi.wikispaces.net/home>



Public Schools of North Carolina
State Board of Education
Department of Public Instruction


[Wiki Home](#)
[Recent Changes](#)
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[Members](#)
[Manage Wiki](#)

▼ All Pages

[home](#)

[edit navigation](#)

☆ home



Welcome to Honors Implementation Wikispace

Honors Revision Planning Team


Linda Brannan, K-12 Student Support Services/School Counseling
Anna Frost, English Language Arts
Jami Inman, Science
Johannah Maynor, Mathematics
Michelle McLaughlin, Social Studies
Les Spell, K-12 Curriculum(Arts Education, Healthful Living, World Languages, ELL)
Carol Short, Career & Technical Education
Sneha Shah-Coltrane, AIG/IB Educational Programs
Dr. Maria Pitre-Martin, Director, Curriculum & Instruction

Honors Implementation Professional Development Schedule - Spring 2013


Click the link above for the various training opportunities in April and May, 2013

Draft Honors Implementation Guide

Draft version will be replaced in mid-April with the final copy.

 [Draft, NORTH CAROLINA HONORS LEVEL...](#)
[Details](#) [Download](#) 1 MB

Honors Portfolio Review Rubric

 [Honors Level Course Portfolio Rubric.pdf](#)
[Details](#) [Download](#) 490 KB

LEA Cohort Selection for Portfolio Review Process



- Random selection of 1/3 of the LEAs yearly
- Timeline – LEA undergoes honors portfolio review every 3 years
- Notification of first cohort will occur in April 2013 for submission of honors portfolio in February/ March 2014

Upcoming Training & Support



- Training Schedule: April 16th – May 28th
- Honors Implementation Wikispace
- C&I Content Area Wikispaces – April 17th Specific content information for honors level implementation and review

Contact Information



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CCSS Mathematics

Dr. Karen Wixson
Dean, School of Education
University of North Carolina at
Greensboro

High School Math Task Force Recommendations



Dr. Maria Pitre-Martin,
Director of
K-12 Curriculum and
Instruction

Ms. Christy Slate,
Davidson County
Schools

Common Core State Standards for Mathematics



- CCSS-M Content Standards
- CCSS-M Standards for Mathematical Practice

High School CCSS-M Themes



1. Number and Operation
2. Algebra
3. Functions
4. Geometry
5. Modeling
6. Probability and Statistics

Appendix A Examples

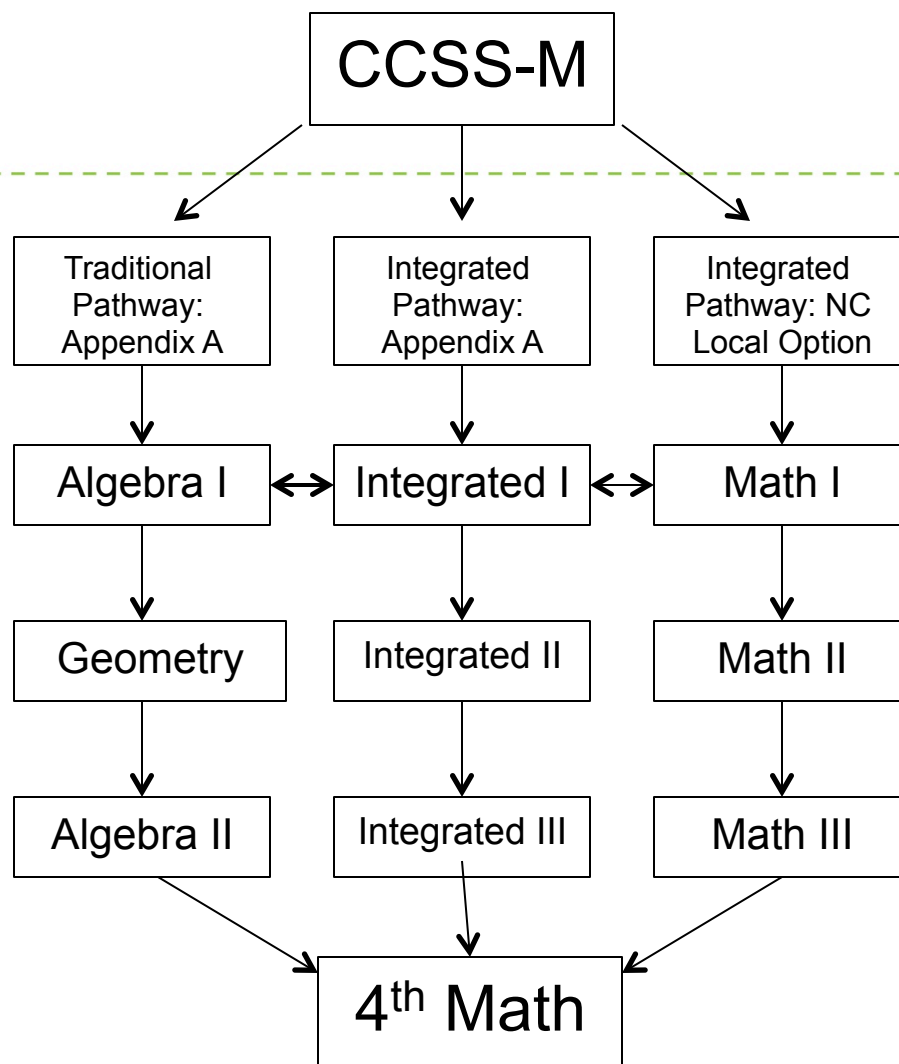


- Traditional Mathematics
- Integrated Mathematics

NC LEA Request for Local Option Pathway



- Math I
- Math II
- Math III



Confusion Arose



- DPI leaders determined that a High School Task Force should be convened
- Task Force Objective: to recommend how the number of current high school math pathways could be decreased

Tiered Involvement



- Face to Face High School Math Task Force
- Virtual High School Math Task Force

Adjusted Timeline



- December 4th – 13th - Solicit Task Force Participation
- January 4th – Notification of Task Force Participation
- January 7th – 18th – Organize data, research, & pre-work for Task Force Participants
- January 25th – First Task Force Meeting in Raleigh
- January 25th - February 12th – Complete task list from January 25th
- February 12th - 2nd Task Force Meeting in Raleigh or virtually (If needed)
- February 12th - March 1st – Complete task list from February 12th
- March - Update at CCSA Conference and LEA C&I Leaders Meeting in Greensboro
- April SBE Meeting – Information Item

Important Note



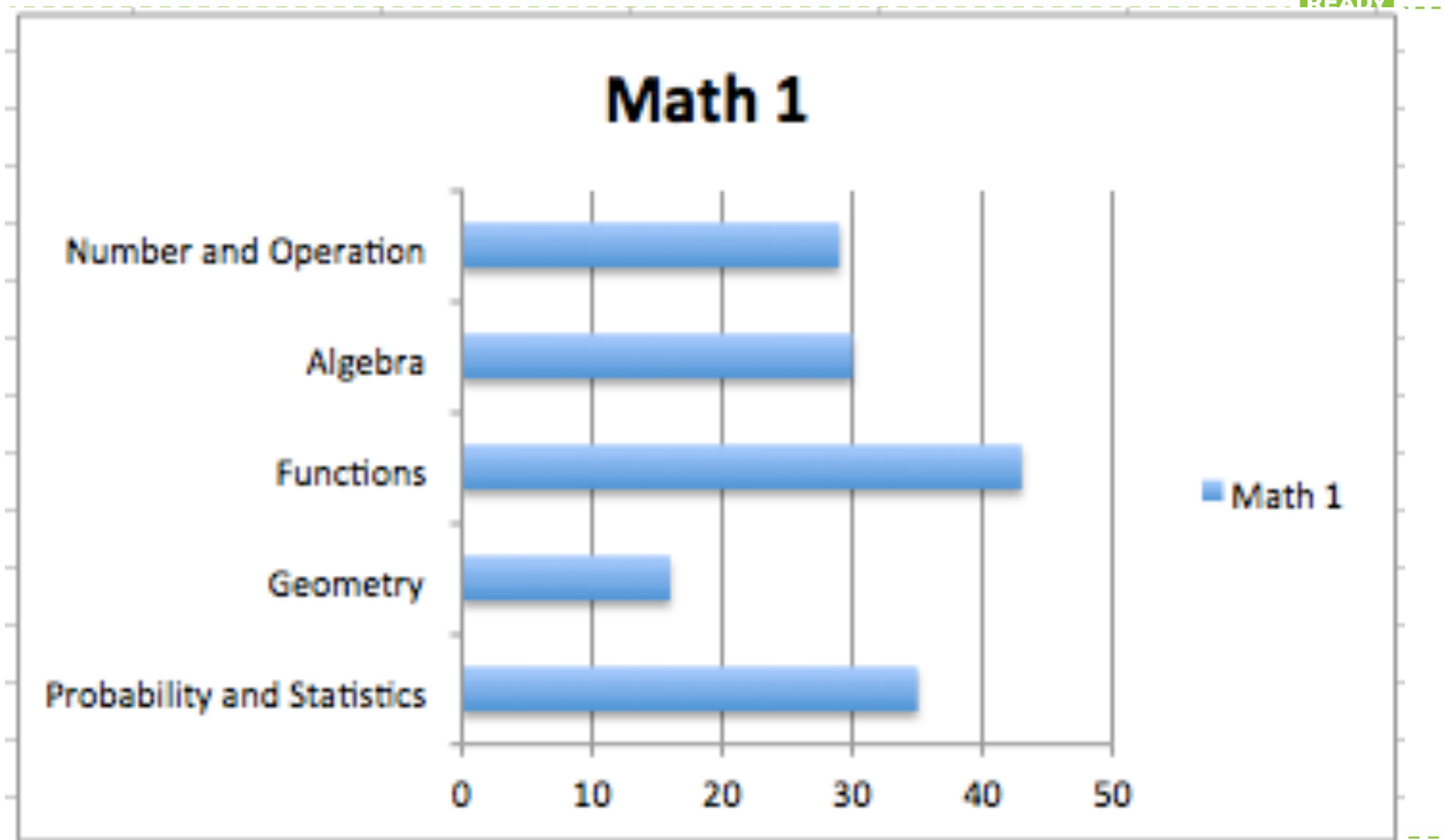
- Regardless of the scope, sequence, or delivery (Traditional or Integrated) of the CCSSM; upon completion, every student will have been exposed to the same standards

Pathway Recommendation

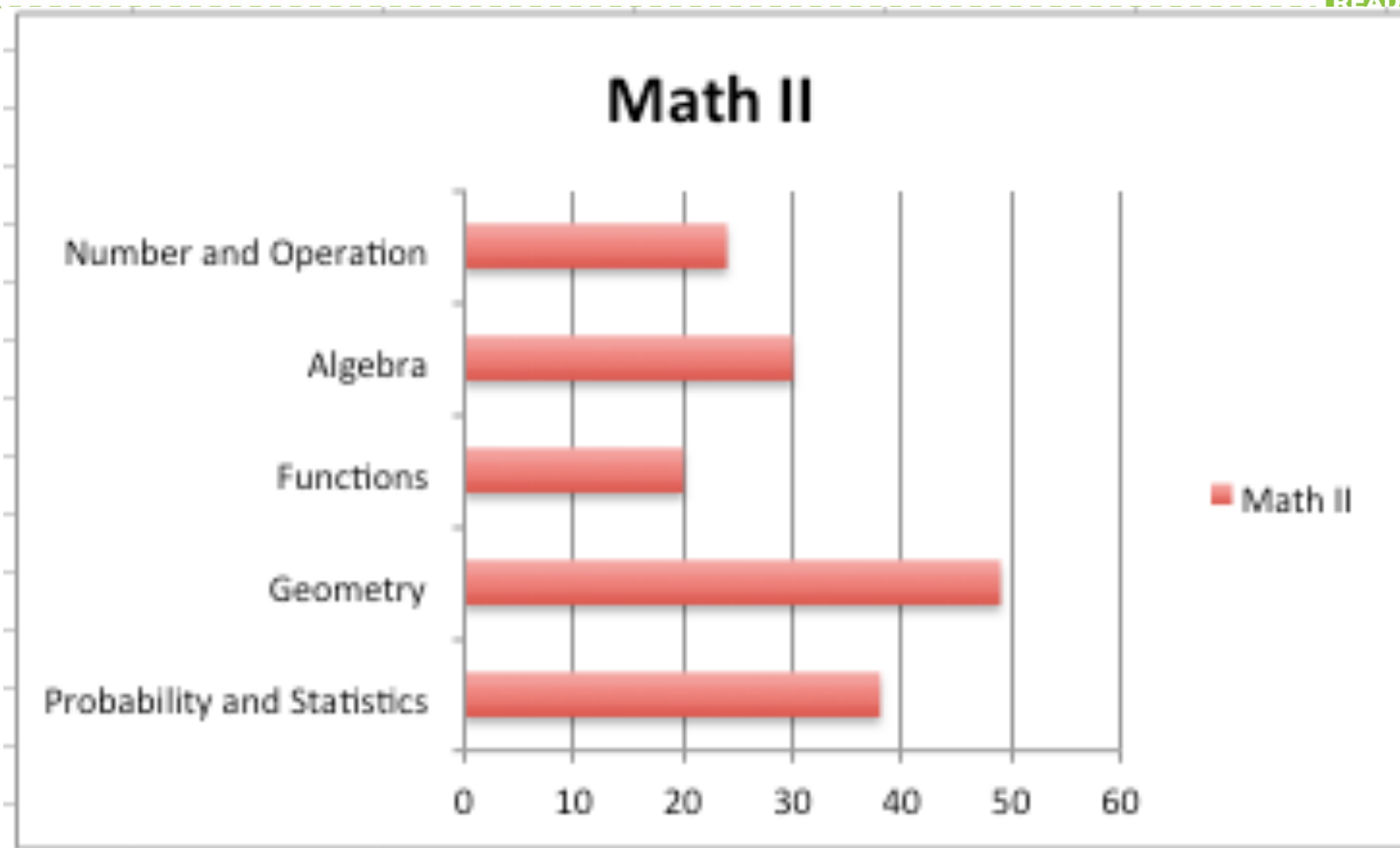


- One pathway (order of standards)
- Common Core Math I, II, and III

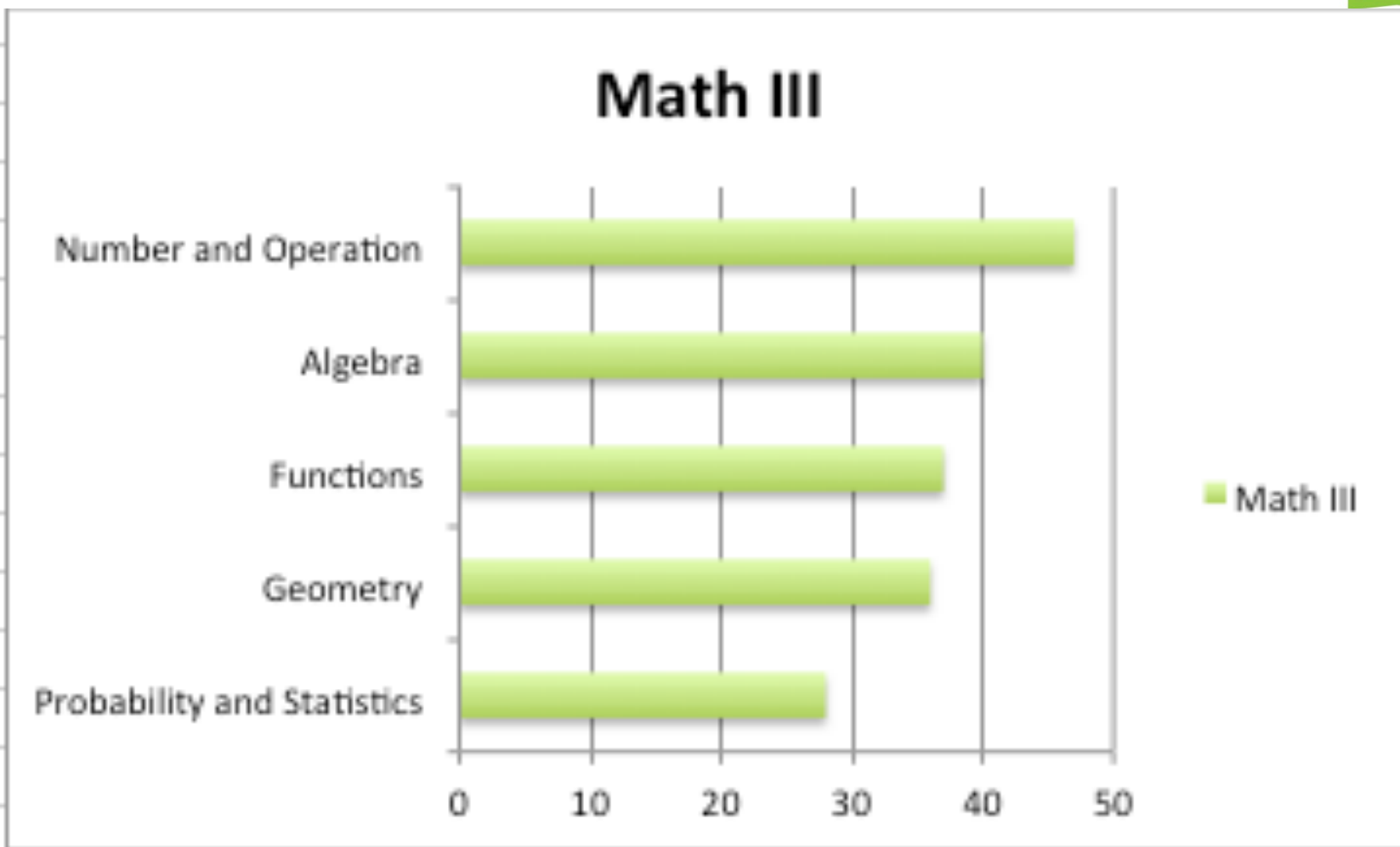
Math I Course



Math II Course



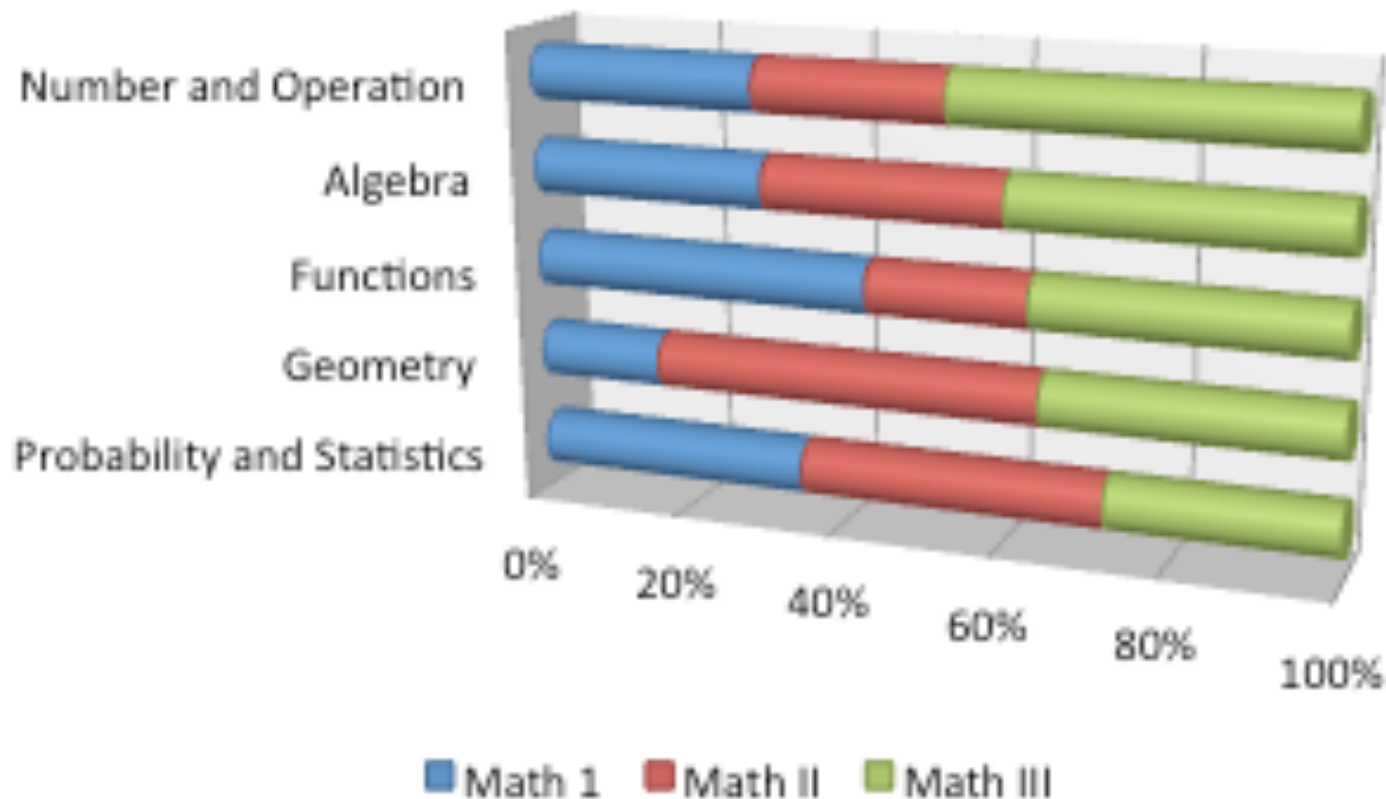
Math III Course



NC Integrated Option



North Carolina Integrated Option



Advantages



- Provides for the integration of Number/Operations, Algebra, Functions, Geometry, Modeling, and Probability/Statistics all three years of high school math
- Flexibility – resources, materials, textbooks

Feedback from Educators



Would you support the recommended pathway?

✓ Overwhelming yes

What is the rationale for your response?

- ✓ Addresses concerns with student mobility
- ✓ Presents new course names since previous names promote using old standards and old teaching methods
- ✓ Uses the same standards, but provides for clear organization of the standards

Needs



- Collaboration among districts
- NCDPI guidance for professional development
- Sharing of resources
- More assessment samples
- Examples of best practices
- Continued work of High School Math Task Force
 - Sharing
 - Best practices

Priority Next Steps



- Presented to the LEA C&I Leaders during the Collaborative Conference Student Achievement Conference in March
- Prepared documents with the support of the High School Math Task Force for the April SBE Meeting
- Sought partnerships with external partners to develop professional development opportunities for the summer and fall of 2013

Preparation for Educators



- Revisit Mathematical Practices
- Provide professional development
 - Cooperative learning
 - Technology
 - Literacy
 - 21st Century Skills
 - Alternative assessment
 - Parent awareness

Recommendation Phase-In/Phase-Out



- Standards

CCSS Math I – 2012-2013

CCSS Math I – 2013-2014

CCSS Math II – 2013-2014

CCSS Math I – 2014 - 2015

CCSS Math II – 2014- 2015

CCSS Math III – 2014 - 2015

Recommendation

Phase-In/Phase-Out



- Course Names/Codes
 - 2013-2014: pursue changing current HS math course names/codes to match current Common Core Math I, II, and III
 - 2014-2015: the first 3 high school math courses would be known as Common Core Math I, II, and III

Contact Information



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Revisions to Common Exams



Jennifer Preston,
Race to the Top
Project Coordinator
for Educator
Effectiveness

Fall 2012/Winter 2013



Forty-one school districts and a regional school administered the exams at the end of first semester

In total, districts administered 86,546 exams

District staff and teachers have provided feedback to DPI

Summary of Changes



- Shortened exam length (especially for English Language Arts and mathematics)
- Added specificity to scoring rubrics
- Revised structure of test books
- Revising scoring module to include additional examples
- Provided assistance with administration scripts



Break



High School Graduation Endorsements



Jo Anne Honeycutt,
Director of Career
and Technical
Education

Dr. Rebecca
Garland, Chief
Academic Officer

High School Diploma Endorsements



- Vocational verses Academic Diploma
- Response to Senate Bill 14

SECTION 1.(a) G.S. 115C-12 is amended by adding a new subdivision to read:

"(40) To Establish High School Diploma Endorsements. – The State Board of Education shall establish, implement, and determine the impact of adding (i) college, (ii) career, and (iii) college and career endorsements to high school diplomas to encourage students to obtain requisite job skills and to reduce the need for remedial education in institutions of higher education. These endorsements shall reflect courses completed, overall grade point average, and other criteria as developed by the State Board of Education. The State Board of Education shall report annually to the Joint Legislative Education Oversight Committee on the impact of awarding these endorsements on high school graduation, college acceptance and remediation, and post-high school employment rates."

Ninth Graders Entering between 2000 and 2008-09



For Ninth Graders Entering Between 2000 – 2008-09 Four Courses of Study Leading to One Diploma				
CONTENT AREA	CAREER PREP Course of Study Requirements	COLLEGE TECH PREP* Course of Study Requirements	COLLEGE/ UNIVERSITY PREP Course of Study Requirements (UNC 4-yr college)	OCCUPATIONAL Course of Study Requirements
English	4 Credits I, II, III, IV	4 Credits I, II, III, IV	4 Credits I, II, III, IV	4 Credits Occupational English I, II, III, IV
Mathematics	3 Credits Including Algebra I <i>This requirement can be met with integrated Math I & II when accompanied with the Algebra I EOC.</i>	3 Credits* Algebra I, Geometry, Algebra II, OR Algebra I, Technical Math I & II, OR Integrated Mathematics I, II, & III	4 Credits Algebra I, Algebra II, Geometry, and higher level math course with Algebra II as prerequisite OR Integrated Mathematics I, II, III, and a credit beyond Integrated Mathematics III	3 Credits Occupational Mathematics I, II, III
Science	3 Credits A physical science course, Biology, Earth/ Environmental Science	3 Credits A physical science course, Biology, Earth/ Environmental Science	3 Credits A physical science course, Biology, Earth/ Environmental Science	2 Credits Life Skills Science I, II
Social Studies	3 Credits Civics and Economics, US History, World History	3 Credits Civics and Economics, US History, World History	3 Credits Civics and Economics, US History, World History (2 courses to meet UNC minimum admission requirements - US History & 1 elective)	2 Credits Social Studies I (Government/US History) Social Studies II (Self-Advocacy/ Problem Solving)
World Languages	Not required	Not required*	2 Credits in the same language	Not required
Health and Physical Education	1 Credit Health/Physical Education	1 Credit Health/Physical Education	1 Credit Health/Physical Education	1 Credit Health/Physical Education
Electives or other requirements**	2 Elective Credits and other credits designated by LEA	2 Elective Credits and other credits designated by LEA	3 Elective Credits and other credits designated by LEA	Occupational Preparation: 6 Credits Occupational Preparation I, II, III, IV*** Elective credits/ completion of IEP objectives/Career Portfolio required
Career/Technical****	4 Credits in Career/ Technical Select courses appropriate for career pathway to include a second level (advanced) course; OR	4 Credits Select courses appropriate for career pathway to include a second level (advanced) course.	Not required	4 Credits Career/Technical Education electives
JROTC	4 Credits in JROTC; OR			
Arts Education (Dance, Music, Theatre Arts, Visual Arts)	4 Credits in an Arts Discipline Select courses appropriate for an arts education pathway to include an advanced course.			
	Recommended: at least one credit in an arts discipline and/or requirement by local decision (for students not taking an arts education pathway)	Recommended: at least one credit in an arts discipline and/or requirement by local decision	Recommended: at least one credit in an arts discipline and/or requirement by local decision	Recommended: at least one credit in an arts discipline and/or requirement by local decision
Total	20 Credits plus any local requirements	20 Credits plus any local requirements	20 Credits plus any local requirements	22 Credits plus any local requirements

Ninth Graders

Entering 2012-13 and Later



For Ninth Graders Entering in 2012-13 and Later Two Courses of Study Leading to One Diploma		
CONTENT AREA	FUTURE-READY CORE Course of Study Requirements	FUTURE-READY OCCUPATIONAL Course of Study Requirements
English	4 Credits I, II, III, IV or a designated combination of 4 courses	4 Credits OCS English I*, II*, III, IV
Mathematics	4 Credits (Algebra I, Geometry, Algebra II) OR (Integrated Math I, II, III) 4th Math Course to be aligned with the student's post high school plans <i>A student, in rare instances, may be able to take an alternative math course sequence as outlined under State Board of Education policy. Please see your school counselor for more details.</i>	3 Credits OCS Introduction to Mathematics OCS Algebra I* OCS Financial Management
Science	3 Credits A physical science course, Biology, Environmental Science	2 Credits OCS Applied Science OCS Biology*
Social Studies	4 Credits Civics and Economics, World History, American History I: Founding Principles and American History II OR AP US History**, additional social studies course**	2 Credits OCS Social Studies I (Government/US History) OCS Social Studies II (Self-Advocacy/ Problem Solving)
World Languages	Not required for high school graduation. A two-credit minimum is required for admission to a university in the UNC system.	Not required
Health and Physical Education	1 Credit Health/Physical Education	1 Credit Health/Physical Education
Electives or other requirements***	6 Credits required 2 elective credits of any combination from either: – Career and Technical Education (CTE) – Arts Education – World Languages 4 elective credits strongly recommended (four course concentration) from one of the following: – Career and Technical Education (CTE)**** – JROTC – Arts Education (e.g. dance, music, theater arts, visual arts) – Any other subject area (e.g. social studies, science, mathematics, English)	6 Credits Occupational Preparation: OCS Preparation I, II, III, IV***** Elective credits/ completion of IEP objectives/Career Portfolio required
Career/Technical		4 Credits Career/Technical Education electives
Arts Education (Dance, Music, Theatre Arts, Visual Arts)		Recommended: at least one credit in an arts discipline and/or requirement by local decision
Total	22 Credits plus any local requirements	22 Credits plus any local requirements

Ninth Graders

New Endorsements



	Career	College	College Plus	Scholars
Course of Study (For all endorsements, students must achieve math rigor of Algebra II or Integrated III)	Future Ready •4 electives must be in CTE area and student achieves CTE concentration	Future Ready •4 th math could be any approved math	Future Ready •4 th math must be from list of approved math courses for UNC system admission •Science must include physics or chemistry •2 electives must be in a second language for UNC system admission	Future Ready •4 th math must be from list of approved math courses for UNC system admission •Science must include physics or chemistry •2 electives must be in a second language for UNC system admission
GPA	2.6 unweighted (To match CC placement rules into college-level course work)	2.6 unweighted (To match CC placement rules into college-level course work)	2.5 unweighted (To match UNC GA minimum GPA for admission beginning Fall 2013)	3.5 unweighted
Other	At least one Industry credential •WorkKeys CRC at Silver or above •Other industry credential aligned with CTE course of study			<ul style="list-style-type: none"> 3 units of credit in Jr/ Sr year that carry 5 or 6 quality points OR <ul style="list-style-type: none"> 2 units of credit in Jr/ Sr year that carry 5 or 6 quality points AND completion of Graduation Project

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AIG/IB/AP Update



Sheha Shah-
Coltrane
Director of Gifted
Education and
Advanced Programs

AIG Updates



- Local AIG Plan due July 15, 2013
 - Plan update, same system
 - Intentional and meaningful change
 - NCWISE Child Count due April 30, 2013
 - AIG~IRP Lessons, on-going postings
 - Licensure clarification
 - AIG: All Day, Every Day
 - Comprehensive program to ensure growth
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AP/IB Update



- DPI relies on the one LEA contact for AP/IB for communication
- AP Test Fee Grant Program:
 - No news yet; cost-sharing
 - Application for Participation due April 19
- AP/IB Course Code Alignment
 - AP changed last week; IB soon
- AP/IB Coordinators' Institute – end of May
- AP/IB MSLs - pilot in Fall, portfolio

Contact Information



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Credit by Demonstrated Mastery



Sheha Shah-
Coltrane, Director of
Gifted Education
and Advanced
Programs

Rob Hines, Director
of LEA Projects

Update



- Implemented in 2013-14; most LEAs in Spring 2014 for placement decisions in Fall 2014
 - Clarification with SBE policy regarding timeline
- Working committee to develop Implementation Guidelines by July 2013
 - Over 10 LEAs are represented with DPI
- Completed Survey to ensure guideline topics meet LEA needs, process of analysis

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Course Credit Updates



Rob Hines, Director
of LEA Projects

HS Course Credit for MS Students



- GCS-M-001: allows middle school students to take high school courses for credit toward graduation requirements
- Allowed for math, science, social studies, world languages, and English I
- Grades earned are not counted in a student's high school GPA

Example Scenario



- A student who successfully completes Algebra I in middle school shall:
 - receive a final grade for the course based upon his or her performance and, in this case, his or her End-of-Course assessment score;
 - receive 1 high school credit for Algebra I, thereby meeting the Algebra I graduation requirement, and fulfilling one of the four mathematics course requirements;
 - enter high school as a freshman with a requirement to complete N-1 additional credits, where N is the number of credits required by the district to graduate. A student whose district requires 28 credits to graduate would enter high school needing only 27 more.

How to Address Policy Impacts



- Students may use the space created in their schedules for other purposes:
 - Take more advanced courses in the same or other subjects
 - Take college-level courses through Career & College Promise
- Students also may graduate early; consultation between principals, parents, and students is encouraged.

Honors Credit for College Courses



- Governed by a UNC-GA and NCCCS agreement.
- For CCP students in any pathway, community college courses on the CAA receive honors credit.
 - Includes first- and second-level world language courses.
 - Includes ACA 122 (but no other ACA courses); course code is forthcoming.
- High school first- and second-level language courses continue to receive standard weighting.

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Questions and Discussion

